ABSTRACT

Studies on satisfaction and performance done in India and elsewhere suggested that satisfaction and performance were dependent both on institutional characteristics (like college policies and practices, college environment, interpersonal relationships, content of education, method of teaching, intellectual level of teachers and students, and job opportunities), and, student characteristics (like motives, personality and background characteristics), although the theoretical framework adopted made use of either content and context factors or person and environmental factors. An integrated approach utilizing all the three dimensions was found wanting and this research aimed at bridging this gap.

The general objective of the present study was to acquire an understanding into the nature and functioning of different factors in the content, context and personal domains that may be important determinants of academic satisfaction and performance using a three dimensional model. The sample consisted of 1,200 students from Bombay University, from three types of colleges (good, average and poor) in terms of their academic results. In terms of curriculum these represented 600 Arts and 600 Science students. By sex, there were 600 boys and 600 girls.
Student's satisfaction scale was used as measure of factors of content, context and academic satisfaction. This scale was developed anew and standardized. Personal characteristics were measured using Mukherjee's Sentence Completion Test, Machiavellian Scale and Demographic Characteristic Scale. Performance was defined in terms of students' academic achievement in annual university examination. Behavioural data was also obtained. Students were tested in small groups of 10-15 at a time. All the questionnaires were given in a random order to different groups.

The present study used an ex-post factor group design. Main as well as interaction effects of variations by sex, nature of curriculum and type of colleges were observed, both on independent and dependent variables. Data had been analyzed using the techniques of chi-square, factor analysis, 3x2x2 analysis of variance and step-wise regression analysis.

The analysis revealed that content, context and personal factors together predicted academic satisfaction ($R^2 .36$) and student performance ($R^2 .19$) better than either of these taken singly. The entering of performance score and satisfaction in the regression equation containing factors of content, context and person did not result in higher prediction of satisfaction ($R^2 .34$) and
performance ($R^2 .11$). The predictability of satisfaction appeared to be better than performance. This suggested that unlike satisfaction, performance was a more complex behavioural outcome. It was a function of content, context and personal factors but also it embraced many other factors like ability, aptitude and interest.

Performance was found to be unrelated to satisfaction for large number of students. The college type had significant impact on perceptions of context factors ($F = 2.98$, $df = 2; p < .05$), academic satisfaction ($F = 2.98$; $df = 2$; $p < .05$) and performance ($F = 5.66; df = 2; p < .01$).

Curriculum differences were significant in terms of student performance ($F = 2.94; df = 2; p < .05$). No sex differences were observed in the perceptions of content, context, personal factors, academic satisfaction and performance. Results indicated that students who were high on content, high on context and low on personal factors had the optimum degree of satisfaction ($R^2 .26$) and performance ($R^2 .18$). The study suggested that causes of satisfaction and performance are, multiple, inter-related, inter-active and an understanding and analysis of these needed a multidimensional approach.